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ABSTRACT

This content analysis schedule for the "Programa en Dos Lenguas" of Fort Worth, Texas, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Included is a report on staff development and suggestions for strengthening the program. Information on staff patterns and performance objectives is also included. (SK)

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Proj. # 110
Fort Worth, Texas

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Bilingual Education Applied Research Unit
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ED 072710

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE Data VERIFIED by project

___✓___ Initial Proposal

___✓___ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 110

Data VERIFIED by project

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant R.P. Ludanyi /mss Date Nov 15, 1971

0.2 Name of Project Programa en Dos Lenguas

0.3 Address of Project Fort Worth Independent School District

0.4 3210 West Lancaster St., Fort Worth, Texas 76107

.05 STATE 0.5 25

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No. 97 - 1969, 07 - 1970, 17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 --

2.3 Prior bilingual program involved: 2.3 --
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 --
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

P*, p.1,3,39

*Proposal

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 1
0-no concurrent funding mentioned
a. Kgn-Title I
b. Central Cities Project & extension under Title III

0.3 Address of Project Fort Worth Independent School District

0.4 3210 West Lancaster St., Fort Worth, Texas 76107

.05 STATE 0.5 25

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 --

2.3 Prior bilingual program involved: 2.3 --
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 --
1-local 4-university
P*, p.1,3,39 2-state 5-federal (specify).....
3-foundation 6-other (specify).....

*Proposal

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 1
0-no concurrent funding mentioned
a. Kgn-Title I
b. Central Cities Project & extension under Title III

2.6 Concurrent program cooperating with Title VII involves: 2.6 1
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 4
P 39 1-local 4-federal (specify) Title I, Title III
2-state 5-other (specify) .....
3-university 6-found. firm support .....

2.8 Total Title VII grant (first year only) 2.8 $200,000 P, Sec. 3

Prop. Eval. Design 70-71, p.50 2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 $366,080
2nd yr: VII $280,082 Title I $84,480 Local $281,600

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: Texas Women's University--24 students BECA (Bilingual Education Centro de Acción) work as bilingual teacher aides. Credit towards BA. 3.0 1
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 8

1-one 4-four 0-not specified
2-two 5-five 8 schools if Pre-K falls under Title VII
3-three 6-other C p.2

4.2 Total number of students in program A. First year 4.2 A 1007
B. Second year B 1657
C. Third year C ____

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

See Xerox copy 2b

Grade	Number of Classes
PS-PreSchool	3
K-Kndgtn	12
PSK 576 TOTAL NO. students PS and K	
1-grade 1	20
2-grade 2	20
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A 1081 TOTAL students gr. 1-6	
7-grade 7	
8-grade 8	
9-grade 9	
B TOTAL students gr. 7-9	
10-grade 10	
11-grade 11	
12-grade 12	
C TOTAL students gr. 10-12	

4.4 1-All classes graded 4.4 2
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: children work on levels in skill area

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic) see xerox 2a

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	Non-English Dominant	English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 1308	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT 349
	I Total Non-English	II Total English

5.0		No.	%
NE dom N-EMT	I	1308	79
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	349	21
Total E-Dom		349	21

grade and total number of students by grouped grade levels (by second year)

See Xerox copy 2b

Grade	Number of Classes	Grade	Number of Classes
PS-PreSchool	3	7-grade 7	
K-Kndgtn	12	8-grade 8	
PSK 576 TOTAL NO. students PS and K		9-grade 9	
		D ..... TOTAL students gr. 7-9	
1-grade 1	20	10-grade 10	
2-grade 2	20	11-grade 11	
3-grade 3		12-grade 12	
4-grade 4		C ..... TOTAL students gr. 10-12	
5-grade 5			
6-grade 6			
A 1081 TOTAL students gr. 1-6			

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: children work on levels in skill area

4.4 2

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

see xerox 2a

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 1308	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT 349

5.0		No.	%
NE dom N-EMT	I	1308	79
E dom NEMT	II_1	....	....
E-Dom EMT	II_2	349	21

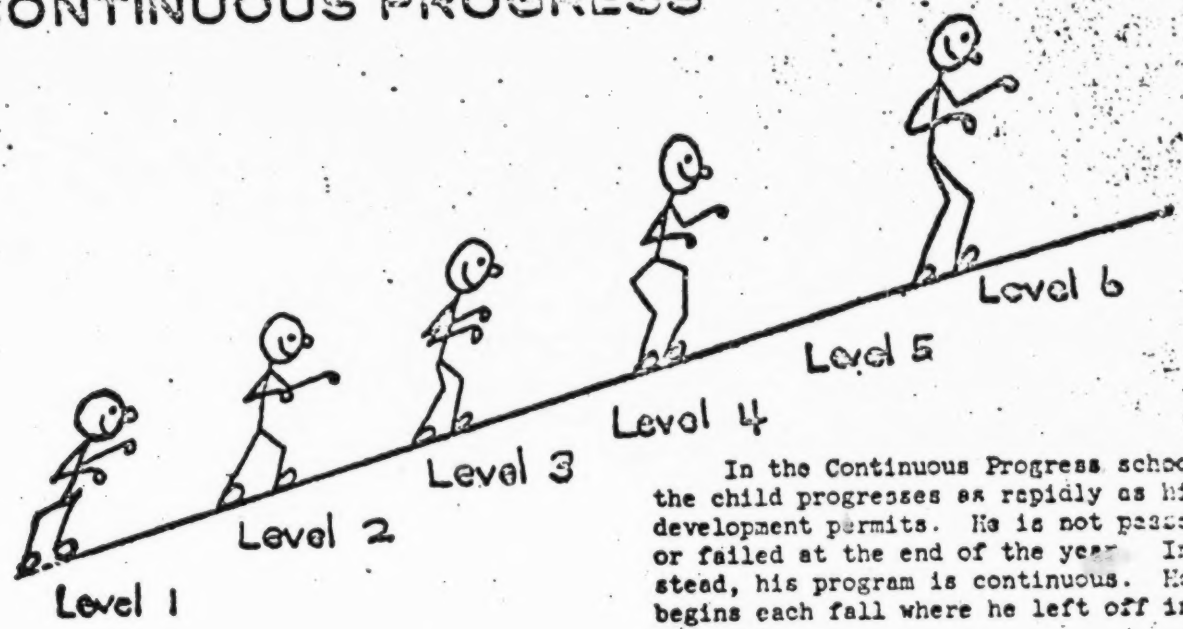
I Total Non-English Dominant: 1308

II Total English Dominant: 349

Total E-Dom 349 21
II= II_1 + II_2

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

CONTINUOUS PROGRESS



In the Continuous Progress school, the child progresses as rapidly as his development permits. He is not passed or failed at the end of the year. Instead, his program is continuous. He begins each fall where he left off in the spring.

ORGANIZATION

Continuous Progress refers to a method of organization of a school by which pupils are allowed to progress through levels, or groups of skills, at their own individual rate. Each pupil covers as much of an appropriate curriculum as he can during the year. At the beginning of the next term he picks up where he left off and, again, works at his own speed. No grade level is attached to the work. There are no promotions and no retentions. A slow learner may take four years to cover the work which the average pupil does in three, but he does not repeat work as he would if he were held back a year under the graded system. The academically-talented pupil may complete the curriculum faster than he would in a graded school, but he does not "skip" any material. The faster learner can be led to deeper and more enriched areas of learning. Thus, each child gets the maximum of instruction and opportunities for expression and personal assistance.

The term "level," as used in the Continuous Progress Plan, indicates a specific state of development. A change in class placement may be made whenever it becomes apparent that it is to the advantage of the child. A change is made gradually by permitting the pupil to visit his new class for short periods until it is obvious that he can make the transition without difficulty. Very rarely does a child change teachers more often than once each school year.

The levels through which children grow have been established and developed by the staff of our school after a careful study of our reading program and other subjects. In the beginning, pupils are placed on the basis of reading readiness. Later on, placement of pupils is based on their level of attainment in mathematics also. They progress through succeeding levels on the basis of achievement and mastery of skills. Levels have no time limit and are very flexible. A child has completed a level when, on the basis of teacher judgment supplemented by special tests, he has mastered the skills for this level.

The levels for reading for what formerly was Grade 1 are:

Level 1. Readiness
Level 2. Preprimer
Level 3. Primer
Level 4. First reader

Within each of these levels are groups of carefully defined skills which must be mastered.

HOW CONTINUOUS PROGRESS WORKS

I. ABSTRACT

The Fort Worth Bilingual Program for the 1969-70 school year will be planned educational change for five and six year old Mexican-American and Anglo-American students who reside in seven elementary school districts with high concentration of children who speak Spanish. It is understood that the early years of the child's life are formative ones which influence crucially the limitations which act on later growth and achievement. In subsequent years the program will be extended to include grades two through six.

It is our philosophy that bilingualism is a distinct advantage. Research proves that the sense of prestige and accomplishment that comes from knowing more than one language stimulates the bilingual child's educational efforts in general. Thus, he is able to maintain contact with his immediate cultural group and go beyond it. Our statistics show that 6,949 public school children and 406 private school children speak languages other than English. Since experts agree that the mother tongue is the best medium for learning, we wish to preserve and improve the child's self image, his appetite for learning and his joy in school life by moving very slowly from Spanish into a new language, English, thus helping him to become truly bilingual. Conversely, it is our belief that the child who speaks English will benefit from a gradual initiation into the use of the Spanish language. We are proud of the multi-cultural aspects of our society, and we hope that this program will assure their preservation.

As our general area becomes more highly industrialized, many workers who do not speak English continue to move to Fort Worth. Two hundred new families have recently moved from the Rio Grande Valley to this area. They are employed by Ling-Temco-Vought, It is our desire and obligation to assist these people and their children to become happy, well-adjusted, productive, self-confident citizens.

The proposed program will be based upon careful identification of the skills, knowledges, and attitudes necessary to educational growth and development of the target school population, and the remediation of performance deficits characteristic of the children to be served. Specific objectives for the project will require significant changes in curriculum, instruction, and materials to care for children who are participating in the bilingual program.

Title I Kindergarten Classes, also federally funded, will use substantially the same educational model in a modified manner. The real difference in the levels will be the degree of formal educational activities used. The kindergarten educational experiences will build a base for formal instruction of basic skill subjects. Readiness for the first grade instructional program and extensive concurrent oral language development in Spanish and English will be the prime goal of the kindergarten phase of the program; however, we shall, when an advanced stage of readiness has been reached, provide instructional activities suited to the pupil's achievement level and continuous progress.

In this proposal Level I will refer to kindergarten classes and Level II will refer to first grade classes.

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

2nd yr.

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	.....	50 %	or more concentration of Mexican-Ameri- P 12
B2 Puerto-Rican	B2	.....	..... %	can children
B3 Cuban	B3	.....	..... %	planned for program
B4 Other Spanish-American (specify)	B4	.....	.....	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	50 %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EMT target students		.....	50 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent. NOT SPECIFIED FOR PROGRAM POPULATION

Total public school enrollment: 83,272 (elem.& secon. schools) P p.12

E1 Anglo-American	E1	254,745	75 % *	.....
E2 Black-American	E2	21,396	18 %	(6,949 Mexican-American 75 Oriental 107 Indian-American)
II TOTAL number of EMT students other than target population		276,141	94 %	.....

Mexican Amer. 24,300 6 % see Xerox 3a

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 .....

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English			
2-Spanish	English	X	5

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent			
Number	%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E 349	English	21	✓					

B1 Mexican-American	B1	..... %	Mexican-Ameri-	P 12
B2 Puerto-Rican	B2	..... %	can children	
B3 Cuban	B3	..... %	planned for	
B4 Other Spanish-American (specify)	B4	.....	program	
B TOTAL No. of Spanish-speaking Americans	B	50 %	.....	
C Portuguese-American	C	..... %	.....	
D Franco-American	D	..... %	.....	
F Chinese-American	F	..... %	.....	
G Eskimo	G	..... %	.....	
H Russian	H	..... %	.....	
J Other	J	..... %	.....	
I TOTAL number of M-MT target students	.....	50 %	.....	

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent. NOT SPECIFIED FOR PROGRAM POPULATION

Total public school enrollment: 83,272 (elem.& secon. schools) P p.12

E1 Anglo-American	E1 254,745	75 %*	.....	
E2 Black-American	E2 21,396	18 %	(6,949 Mexican-American 75 Oriental 107 Indian-American)	
II TOTAL number of MMT students other than target population	276,141	94 %	.....	
	Mexican Amer. 24,300	6 %	see Xerox 3a	

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 .....

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English			
2-Spanish	English	X	5

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent				
	Number	%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	349 English	21	✓	....	....	....	....	....	....	....
A	..... American Indian	...	....	....	....	....	....	....	....	....
A1	..... Navajo	...	....	....	....	....	....	....	....	....
A2	..... Cherokee	...	....	....	....	....	....	....	....	....
A3	..... Keresan	...	....	....	....	....	....	....	....	....
A4	..... Other (spec.)	...	....	....	....	....	....	....	....	....
P p.2 projected %	B 1308 Spanish	79	✓	....	....	....	....	....	....	....
C	..... Portuguese	...	....	....	....	....	....	....	....	....
D	..... French	...	....	....	....	....	....	....	....	....
F	..... Chinese	...	....	....	....	....	....	....	....	....
G	..... Eskimo	...	....	....	....	....	....	....	....	....
H	..... Russian	...	....	....	....	....	....	....	....	....
J	..... Other (spec.)	...	....	....	....	....	....	....	....	....

Question 5.3 3a

II. STATEMENT OF NEED

A. There are more than 25,000 Mexican-Americans living in the city of Fort Worth, Texas.

B. Ninety-five percent of the 6,949 Mexican-American children in our public schools come from homes where the language is other than English. These children are handicapped in making progress in their school work due to language barriers. We believe a bilingual program will correct this condition and give these students an equal chance to obtain a well rounded elementary education.

We plan to have the bilingual program in seven elementary schools having fifty percent or more concentration of Mexican-American children.

C. Target Area - Population to be served by the project

School District Population. Within the 187 square mile area comprising the Fort Worth Independent School District we have a population of some 420,472. Of this number 75% or 254,575 are Anglo-American, 17.91% or 72,515 are Black-Americans, 6% or 24,300 are Mexican-Americans, and .0023% or 1,150 are of other ethnic groups.

Public School Enrollment. The total pupil enrollment of the school district today is 83,272 of which 44,160 are elementary students and 39,112 are secondary students. By ethnic groups 54,745 are Anglo-Americans, 21,396 are Black-Americans, 6,949 are Mexican-Americans, 75 are Orientals, and 107 are Indian-Americans.

5.6 Recruitment of Students: 5.6 0
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary

5.7 Proportion of E-Dom. pupils in project area: see Chart C 5.7 66% Sec. C 7
n.s. not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 2
0 - not specified
1 - inner city-ghetto
2 - major city urban
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 34%
B. Average family income, if mentioned B. NS
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 00
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 0%
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II .....

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

school statistics exist showing lang. dom. of public & private school students--
6,949 public school
406 private school children
speak Spanish

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I .....
II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	...X...	...X...
3 teachers	.....	.....
4 community	-----	-----
5 others (specify)	-----	-----

6.3 Language dominance of N-EMT groups (check: A__ parents, B X children, C__ teachers) will be determined by the extent each language is used in different domains through various means of communication

5.8 Community characteristics (may apply more than one) 5.8 .....

0 - not specified
1 - inner city-ghetto
2 - major city urban
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 34%
B. Average family income, if mentioned B. NS
n.s. - not specified

5.10 Socio-economic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 00
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 0%
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II .....

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

school statistics exist showing lang. dom. of public & private school students--
6,949 public school
406 private school children
speak Spanish

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I .....
II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	X	X
3 teachers	.....	.....
4 community	-----	-----
5 others (specify)	-----	-----

6.3 Language dominance of N-EMT groups (check A__ parents, B X children, C__ teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A .....
B .....
C .....

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home	.....	-----	.....	.....	.....	.....	.....	.....
2 Church	.....	.....	.....	.....	.....	.....	.....	.....
3 School	.....	.....	.....	.....	.....	.....	.....	.....
4 Work	.....	.....	.....	.....	.....	.....	.....	.....
5 Socializing	.....	(inf) -----	.....	.....	.....	.....	.....	.....
6 Neighborhood	.....	all according	.....	.....	.....	.....	.....	.....
7 film-TV-radio	.....	to age	.....	.....	.....	.....	.....	.....
8 Magazines,news	.....	.....	.....	.....	.....	.....	.....	.....
9 Others (specify)	-----	-----	-----	-----	-----	-----	-----	-----

6.4 If not included in survey, how was student's language dominance determined? 6.4

	I N-EMT	II EMT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
3-assessed by informal means (specify how)	____	____
4-not mentioned	____	____

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5_____

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).

1-yes
0-no not mentioned

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 0

1-yes
0-no not mentioned

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 0

1-yes
0-no not mentioned

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 0

1-yes
0-no not mentioned

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 1

1-will not be assessed not mentioned
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 NA

0-not mentioned not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language)

a group of people).
1-yes
0-no

not mentioned

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 0
1-yes
0-no

not mentioned

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 0
1-yes
0-no

not mentioned

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 0
1-yes
0-no

not mentioned

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 1
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

not mentioned

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 NA
0-not mentioned

not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. X Language dominance not specified
2. X Mother tongue not specified
3. X not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N= 2
II E Dom EMT	N=	N=
II_1 E Dom NEMT	N=	N= 2 (Pre-K)

A Total Number Monolingual .....

B Total Number Bilingual .....

Total Number of Teachers
N 58 (2nd year)

7.1

		No.	%	
I	A			
I	B	2		C 39
II	A			(2 tea-
II	B			chers from
II_1	A			Mexico)
II_1	B	2		(inf)

prelim. audit p.8 both have Spanish surnames

A		
B		
N		

3 of 3 pre-K Spanish surnames
3 or 12 K -- " " "
C p.64 (12 of 20 teachers for 1st grade have Spanish surnames)

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1.____Language dominance not specified
2.____Mother tongue not specified
3.____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II$_1$ E Dom N-EMT		

7.2

	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II$_1$ A	—	—
II$_1$ B	—	—
A	—	—
B	—	—
N	—	

A Total Number Monolingual _____

B Total Number Bilingual _____

N Total Number of aides or paraprofessionals 59 Sec. D of C
57 Cont. p.64

7.3 Language(s) used by bilingual teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

II E Dom EMT

II E Dom N-EMT

II A
II B
II A
II B
A
B
N

A Total Number Monolingual

B Total Number Bilingual

N Total Number of aides or paraprofessionals

59 Sec. D of C
57 Cont. p.64

7.3 Language(s) used by bilingual teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: (Mark all that apply) 7.4 2

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
not available						Spanish surname	Spanish surname	1	
12 of 20 teachers have Span. surnames									
0-not specified									

For teacher see question #7.1

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ..... and % ..... of total N-EMT teachers.

7.6 No. 0 %

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students: indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 A No. 0 %
B No. 0 %

7.8 Teacher Qualifications - Training prior to project
(Indicate number of teachers with each qualification, if given)

7.8 17 no.'s 58

n.s.-qualifications not specified
0-previous courses not specified

1. ....teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ....teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. ....previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. ....previous teaching in local area
5. ....courses in N-EMT language structure and usage
6. ....courses in N-E literature
7. ....content (e.g. Social Studies) courses learned through N-EMT
8. ....any previous education through N-EMT
9. ....courses in teaching ESL
10. ....courses in methods of teaching N-EMT language
11. ....courses in methods of teaching content (e.g. math)in N-EMT
12. ....certification in ESL
13. ....certification in teaching N-EMT
14. ....cross cultural courses
15. ....courses in the cultural heritage, values, deep culture of N-EMT
16. ....other qualifications, 17. "The B.A. is the minimum requirement for employment of all regular contract teachers." P p.60

8.0 STAFF DEVELOPMENT

8.1 A 2,6
B 2,6

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified ...	X	X
1-English as their second language		
2-The teaching of English as a second language C 38	X	Eval. Design pp.35-37
3-X as their second language		
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects	X	X

See Xerox copy Tab d

4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, if given) 7.8 17 → no.'s 58

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. ___ previous teaching in local area
5. ___ courses in N-EMT language structure and usage
6. ___ courses in N-E literature
7. ___ content (e.g. Social Studies) courses learned through N-EMT
8. ___ any previous education through N-EMT
9. ___ courses in teaching ESL
10. ___ courses in methods of teaching N-EMT language
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT
16. ___ other qualifications, 17. "The B.A. is the minimum requirement for employment of all regular contract teachers." P p.60

8.0 STAFF DEVELOPMENT 8.1 A 2,6 B 2,6

0-No staff training mentioned

See Xerox copy 7a-d

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	X	X
1-English as their second language		
2-The teaching of English as a second language C 38	X	Eval. Design pp.35-37
3-X as their second language		
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects	X	X
6-Methods of teaching other academic subjects in X language	X	X

See Xerox 8a-8d

8.2 Stated goals of teacher training are: 8.2 I 1,12 II 0

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values .. and practices of ___	X	
2-Cross-cultural training ___		
3-Sensitivity to ethnocentricism and linguistic snobbery ___		
4-Awareness of the social-emotional development of ___	X	
5-Strategies for accomodating the different learning styles of ___		
6-Strategies for cognitive development of ___		
7-Strategies for reinforcing the self-esteem of ___		
8-Methods of cross-cultural teaching or teaching the bicultural component ___		
9-Formulation of pupil performance objectives ___		
10-Methods of evaluation of pupil performance objectives ___		

See Xerox copy 7e

List specific courses if given (or Xerox and attach)

Eval. Design p.35 (Xerox) Xerox Exhib. I&J; also p.32 of C

Question F.1
Additional information.

EXHIBIT I

EVALUATION OF BILINGUAL WORKSHOP

This evaluation is designed to serve as a tool to improve future bilingual workshops. Negative comments are as important as positive ones.

WORKSHOP DESIGN

The Bilingual Education ~~Teacher's~~ Workshop was divided into six major parts: (1) Philosophy, objectives, and methods of bilingual education, (2) Orientation to local Mexican American community (panel discussion followed by field trip), (3) Review of other bilingual programs (video presentations), (4) Interpretation of local Title VII proposal and its relationship to the regular school program, (5) Curriculum development by grade levels and (6) Review and selection of instructional materials.

OBJECTIVES

Some of the major objectives of the bilingual workshop were:

1. To help the participants better understand the philosophy, objectives, and methods of bilingual education.

2. To help the participants acquire a better knowledge of the Mexican American culture.

3. To help the teachers better understand the basic sound and structure of the English and Spanish language.

4. To help the participants understand the Fort Worth Title VII project proposal, program scope, and its objectives and, too, its relationship to the regular program.

5. To study instructional and curricular innovations that have proved valid in bilingual programs.

Staff Development

[redacted] - Demonstration

(A) Good ideas. Would like to see her demonstrate with children
(B) Interesting - always has good ideas.
(C) This type of workshop is the best! I have used several of her ideas for more effective teaching.
(D) Learned other teaching methods.
(E) Type of demonstration one can benefit from.
(F) More of this type of in-service sessions!
(G) Wonderful teacher - much gained.
(H) Presentation good, but there was no Spanish used.

5. SWAP SHOP FOR 1ST GRADE TEACHERS

(A) Good idea to have at beginning of year and have materials duplicated.
(B) This type of in-service session gives us a variety of ideas to try in the classroom.
(C) Just what we need!
(D) More of these!
(E) Should have let the teachers exchange ideas more informally and maybe let each teacher copy things she likes.
(F) There were so many good ideas that I could have been using and really needed. Had I known that we would not receive them as told, I would have made several things for use in teaching how to read Spanish.
(G) Excellent opportunity to exchange and share teaching methods that can better our teaching situation.
(H) Gave us good, specific, concrete, relevant ideas. Next time, however, let us make the ones we want.
(I) Excellent, but we never received the material we wanted and ordered during this workshop.
(J) Very Valuable
(K) Surely this would have been benefical to all teachers in bilingual program.

6. TEACHING ENGLISH AS A SECOND LANGUAGE

(A) Material fair, but delivery was poor.
(B) Very charming and effective approach.
(C) A learning experience!
(D) Wonderful ideas can be gained from such speakers who are masters in this field in which we are trying to succeed!
(E) Very, very informative and had practical application.
(F) Wish we had mor speakers like him to make the in-service sessions more interesting and worthwhile.
(G) [redacted] is a fine speaker who knows his subject well and who gave us food for thought. I left the meeting with a deeper understanding of the language situation.
(H) Boring - need something which stimulates and encourages - not rocks to sleep.
(I) Need more sessions like this.
(J) [redacted]'s attitude toward bilingual teaching in my opinion, was negative.

7. EXPLANATION OF THE KINDERGARTEN ENDORSEMENT

(A) She had a good modular voice that carried well. Her subject was very bried, therefore ti was very instructive.
(B) Since we had already read about this and had applied for our certificates two months before, this was a waste of time.
(C) Informative and brief.
(D) Information had already been given - we were one step ahead.
(E) Material distributed was informative.
(F) Presentation of verbal information limited, which is probably due to the fact that it is a new program and many questions are still un answered.

POPULAR COMMENTS AND /OR SUGGESTIONS FOR IMPROVING STAFF DEVELOPMENT PROGRAM

(A) In-Service teacher workshops

1. Swap-Shop for all teachers including demonstrations of methods and techniques are usually of great interest to other teachers.
2. Demonstration and involvement of teachers, teacher aides, etc. in activities pertaining to different subject areas.
3. Invite as speakers coordinators or directors of other bilingual programs to exchange ideas and frustrations.
4. Would help teachers to go and observe other programs.
5. Require teacher-aide attendance. They, too, need to improve themselves.

Staff Development

Suggestions for Strengthening Progr

6. Evaluate each workshop the next day by having the teachers and staff fill out evaluation questionnaires. This feed-back needs to be consistently brought to our attention.
7. More information working with three and four year olds for teacher-aides in the program.
8. Noted people from across Texas and Nation to speak on Bilingual Education - until we are all "saturated" with it and are "believers".
9. Consider instruction for those Mexican children who do not know Spanish.
10. Aides should be given a Spanish test (speaking, writing, reading). She should be given sessions on child psychology, preparing bulletin boards, how to mix water paints, how to cooperate with their teacher and work with her and not against her.
11. Involve TEA consultants more often.
12. Involve area college professors who are well-versed in bilingualism.
13. Include local agencies (C.A.A., N.A.I., etc.) and organizations (G.I. Forum, P.A.S.O., L.U.L.A.C., V.F.W.C., M.A.Y.O., etc.).
14. Video tapings would be of great value.

(B) Pre-Service Teacher Workshop

1. Need bilingual curriculum.
2. Give information on how to deal with children with learning difficulties (reading & math)
3. Allow teachers time for exchange of ideas.
4. Bilingual teachers should be included in new teacher workshops & others offered to all teachers.
5. Demonstrations on teaching reading in Spanish
6. Include aides.
7. Speaker on Mexican-Americans.
8. Speaker on bilingualism.
9. Video-tape of this year's better teachers.
10. Methods of teaching bilingually.
11. Why bilingualism? - Armando Rodriguez, Dr. Julian Nava.
12. Invite director of other federally funded programs that we will be working with in Fort Worth.
13. Involve "Barrio" people in identifying problems of target areas.
14. Small group sessions following general sessions

EXHIBIT J SUGGESTIONS FOR STRENGTHENING PROGRAM

TEACHER COMMENTS RELATED TO EVALUATION OF
BILINGUAL IN-SERVICE SESSIONS

1. SPANISH SEMINARS
   (A) Introduction to Spanish alphabet and letter sounds were very good.
   (B) Vocabulary was probably helpful to those that have no Spanish background, but very elementary for bilinguals.
   (C) A resource teacher and classroom teacher must preplan what is going to be included in the teaching.
   (D) The resource teacher should be bilingual.
   (E) Lesson suggestions and demonstrations would be more applicable.
   (F) Especially good when resource teacher reviewed papers orally.
   (G) Our resource teacher is efficient as well as interesting.
   (H) [redacted]z has very good usuage of the Spanish vocabulary.
   (I) He helped me to learn to pronounce vocabulary word that are not used every day.
   (J) The training should be correlated with the curriculum being taught in the classroom.
   (K) I question his assertion of the "g" sound for "ll".
   (L) Perhaps such seminars could have been more worthwhile if Mr. [redacted] would have provided additional work sheets for teachers to study and work on while in class. This might have helped him and the teachers find our weaknesses.
   (M) [redacted]z knows his Spanish but is too exacting.
   (N) Vocabulary lists were helpful.
   (O) Classes were not consistent.
   (P) Needs consistency in attendance.
   (Q) Vocabulary and information needed in various subject areas should have been prepared in advance.
   (R) We should be given the proper material to coincide with the year round activities (seasons & holidays).
   (S) A Spanish-English Dictionary should be issued to each Bilingual classroom.

2. BEGINNING READING SKILLS
   (A) The presentation was too lengthy, but beneficial.
   (B) We had had the same information at the pre-service teacher workshops.
   (C) We should have had this at the beginning of the year with a follow-up demonstration using more readiness or skill sheets in October. [redacted] certainly needed more time than that allotted her. (a full day or at least 2 hrs.)
   (D) Teacher aides should have been included.
   (E) Many of the pointers covered were things in our teachers editions which we had read. Demonstrations or discussions of problem-solving in these areas would have helped more.
   (F) [redacted]n gave us good, specific activities we could use in the classroom.
   (G) [redacted] always has good ideas for teaching reading--excellent.
   (H) An excellent demonstration of techniques for teaching skills.

   Introduction to Metropolitan Test
   (A) Gave me a better understanding of testing for 1st graders.

3. OCTOBER AREA MEETING FOR TEACHER AIDES
   (A) [redacted] has excellent command of the Spanish language.
   (B) The vocabulary was what we needed, but it was unnecessary to go over it and repeat.
   (C) Did not agree with certain letter pronunciations.
   (D) Words should be based on Fort Worth's course of study.
   (E) More area dialect needed.
   (F) More on holidays in Mexico, games, "dancas" for holidays--so children could perform in case of school program.

4. CONTINUOUS PROGRESS REPORTING SYSTEM - [redacted]
   (A) The same information should be presented at a PTA meeting for the parents' benefit.
   (B) Good capsule description of program.
   (C) Informative and thorough!
   (D) Too lengthy

and language arts program was taught in blocks and there was a possibility that instruction in the Spanish language would be jeopardized under this arrangement. Perhaps the director and the program assistants, through frequent class visitations, could ascertain that instruction in Spanish was not being neglected.

7. In order to better evaluate the effectiveness of the in-service meetings, the program assistants ought to prepare and distribute a questionnaire to the participants immediately after each workshop. Why wait until May to evaluate them? By then only vague impressions will have remained concerning the various activities and it will be more difficult to obtain sound, concrete evaluations.

8. The Parent Advisory Committee is one of the most important elements in the bilingual program. Although it acts in an advisory capacity to the project director, the suggestions of that body should be given strong consideration when community projects are to be undertaken and the setting up of classes for both adults and children are being considered.

9. As it now exists, the Parent Advisory Committee does not really represent the different communities because its members were selected by the visiting teachers and not elected by parents in the community. It is suggested, therefore, that the members be elected by the parents in the community which they intend to represent.

8.2

#12

10. The teachers in the program should be given an orientation on the more effective use of teacher aides. Some of these aides are juniors and seniors in college and they should become more involved in the instructional aspect of the program such as working with small groups of children in individualized instruction, or assisting the regular classroom teacher

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1,3,

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachersfor feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 1
C 27
How? (specify) some aides are students from Texas Women's University. Experience as aide is credited toward B.A.

8.6 Paraprofessional's role: 8.6 1,2,3,4,5,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? Spanish Lang. Development
6-liaison with parents

Xerox see Pre-Audit 19

Xerox P 64,65
bilingual aide reinforces Spanish lang. development
Xerox copy pp 8d

all staff development-programs will include aides

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1,2,4,9 B 1,2,4

	A for teachers	B for aides
0-not specified		
1-University faculty bilingual	X	X
2-project's Master Teachers	X	X
3-project's ~~teachers~~ 5 assistants		
4-other (specify) SGDL	X	X
9-Texas Education Agency	X	X

Pre-audit 12

C 25,32 p.39

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	some	X
2-bicultural		
3-N-EMT (specify background)		

8.9 Training is provided: 8.9 1,2

1-during a summer session — pre-service 2 wks
2-during the academic year — monthly in-service
3-other (specify)

P. 12,13,14 Xerox
Eval. Design 35,36

8.10 Extent of training: 8.10 A 2 B 5 6 X 7

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) -monthly in-service

B (indicate no. of hours)
5 ____ weekly
6 X monthly
7 ____ bi-monthly

see Xerox pp 8f-g

8.11 Number and Proportion of teachers attending training: 8.11

	no.	%
	1	100

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 1

C 27

How? (specify) some aides are students from Texas Women's University. Experience as aide is credited toward B.A.

8.6 Paraprofessional's role: — 8.6 1,2,3,4,5,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? Spanish Lang. Development
6-liaison with parents

Xerox see Pre-Audit 19

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	A for teachers	B for aides
0-not specified		
1-University faculty bilingual	X	X
2-project's Master Teachers	X	X
3-project's ~~teachers~~ 5 assistants		
4-other (specify) SGDL	X	X
9-Texas Education Agency	X	X

Pre-audit 12

C 25,32 p.39

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1 some		X
2		
3		

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: — 8.9 1,2

1-during a summer session — pre-service 2 wks
2-during the academic year — monthly in-service
3-other (specify)

P. 12,13,14 Xerox Eval. Design 35,36

8.10 Extent of training: — 8.10 A 2 B 5 6 X 7

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) -monthly in-service

B (indicate no. of hours)
5 ____ weekly
6 X monthly
7 ____ bi-monthly

see Xerox pp 8f-g

8.11 Number and Proportion of teachers attending training: — 8.11 no. 1 % 100

or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)____

all teachers, all aides C 32

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 2,3,5,6,7

0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

by prel. audit p.11

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

Exhib. I,J

7-through a questionnaire
8-other (specify) .....

10.1 Staff patterns

Working under the direction of the bilingual program administrator will be three program assistants (change agents) whose task is to introduce and maintain the program's innovative practices. The program assistant is a technical consultant who visits and works within the various classrooms and several homes each week. The program assistant will communicate new techniques and ideas to the teacher, largely through demonstrations within the on-going classroom activities. The program assistant has both a training and supportive role. The program assistant will assist the teachers and teacher helpers (aides) in their task of coordinating activities and obtaining needed materials.

The program assistant shall also:

1. Work with individuals and small groups within the classroom setting in the areas of discussion, listening, sharing of stories, flannelboard stories, language games, etc.
2. Introduce to individuals, small groups and total group activities and materials which will involve and facilitate the use of language
3. Arrange for visitation to classrooms of other teachers participating in the program
4. Assist in the preparation of materials for listening post usage

5. Assist in the preparation and selection of audio-visual materials for the enrichment of the total language program

6. Assist in gathering materials

7. Be available for conferences with teachers concerning individual children, room organization, developing classroom environment, etc.

8. Assist teachers in keeping records of each child's development especially in the use of language

9. Assist teachers in taping oral language activities within the classroom setting

10. Assist the teacher in the recording of pupil dictation

11. Assist the teacher in identifying with the immediate environment areas and materials which could be utilized for development in language and learning

12. Assist the teacher in analyzing the development of each child's usage of the English language

13. Assist teachers in the recording and analyzing of classroom discourse and hypothesizing the possible outcomes of proposed alternatives

14. Discuss with teachers the purpose of selected and proposed activities. To analyze all programs and activities to determine the relationship to intellectual development, self-esteem, and social adequacy

15. Assist the teacher in analyzing her classroom climate and environment and assessing the possibilities available for each child's use of language

16. Assist teachers in finding ways in which parents may be utilized as resource persons or helpers within the learning environment

17. Assist teachers in helping to interpret the program to parents as well as helping them to recognize children's needs

Teachers

The role of the teacher is:

1. To arrange the room so that multiple aspects of the environment contribute to the total educational impact

2. To have an environment that permits, elicits, and supports, a wide variety of behaviors, including exploration, manipulation, and other forms of interaction

3. To arrange furniture and equipment of form a number of interest centers structured around common tasks, such as science, cooking, number and measurement, art, reading, writing, etc.

4. To permit small group interaction and better individual contact between adults and child with interest centers that are defined, focused, and changed through the arrangement of tables, chairs, play equipment, graphic and other curricula materials

5. To have activities in all centers that are mediated and accompanied by spoken and written language

6. To exercise skills in several contexts and situations to achieve generality (transfer)

7. To use the child's own experiences as the basis for building the skills of labeling, identifying, recalling, planning, and understanding cause and effect as he moves from center to center

8. To move from group to group, not only instructing and demonstrating, but also managing the organizing centers so that they continue to elicit the goal behaviors

9. To work with five children or fewer in any structured teaching or demonstration situation

10. To consciously model, elaborate, extend and reinforce language

11. To develop an increasingly complex language as the complexity of the environment increases

12. To differentially recognize new words, new constructions. and new combinations

13. To involve techniques of social reinforcement, including praise, attention, and the like

14. To select materials for their reinforcing value and arrange activities that naturally result in reinforcing events; for example, eating food at the end of a cooking experience

15. To establish a basis for positive attitudes toward school through the multiple reinforcing experiences.

16. To extend classroom experiences into the child's neighborhood and wider community

17. To constitute an extended learning environment which not only increases the array of experiences, but also facilitates generalization of skills and abilities by making frequent field trips, walks, and visits to the children's homes

18. To develop for the child an awareness to learn that his own neighborhood is worthy of observation

19. To encourage children to make personal and divergent responses to ideas and situations

20. To invite and to encourage children to share orally with the total class ideas of interest and events that have a personal significance

21. To unfold opportunities to share ideas and extend meaning in every curriculum area, through listening and speaking

22. To relax the teaching-learning environment enough for the children's own ideas to be heard and valued

23. To treat the children's questions with interest and respect

24. To reinforce the child's learnings with words that help them express their meanings accurately

Student Teacher Helpers (aides)

The student teacher helper works closely with the teacher and children in order to know each child individually. She must be aware of the child's interests, abilities, and needs. She assists the teacher in providing an environment in which the the children work and play comfortably.

re

The role of the student teacher helper includes:

1. Active one-to-one or small group relationships with children

2. Some clerical tasks under the teacher's guidance. This phase should be confined to the time preceding the arrival of the children

3. Providing an extra pair of hands that help with the many chores that are an integral part of teaching

4. Providing the extra measure of personal warmth that gives rise to satisfaction for the child who might not have been heard if she had not been there

5. Supplying the extra pair of ears and eyes that add to the teacher's store of knowledge about the children

6. Being the bridge between the instructional program and the community

10.0 STAFF PATTERNS

(not in all instances)

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching prel. audit p.8
2-cluster teaching
3-shared resource teacher from Mexico
4-other (specify) .....

5--visiting teachers

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)
16-monolingual teacher program assistants 1657:53

10.1 1,3,5

10.2 1,4,6

10.3 Average number of pupils per class:
0-not specified

Proposed: classes limited to 25 P 15

10.3 31

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 0

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

Prel. Audit 22

10.6 1,2,3,5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)
0-not specified how long
1-as the alternative language of learning for as long as desired
2-as the medium of instruction for special subject matter (e.g. cultural heritage)
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

	I	II	II_1
	NE DOM NEMT	E DOM EMT	E DOM NEMT
	1	1	

11.1 I 1
II 1
II_1 -

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

11.2 0

Proposed: classes limited to 25 P 15

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 0
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,2,3,5

1-individually by: 3-teacher
2-in small groups 4-special remedial teacher
0-not specified 5-paraprofessional
6-parent tutor Prel. Audit 22
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I E DOM NEMT	II E DOM EMT	II$_1$ E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	1	1	
2-as the medium of instruction for special subject matter (e.g. cultural heritage)			
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 1 inf
II 1 inf
II$_1$ 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 0

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I
code: C= N.A. (if no EMT) II
13= 14= II$_1$ 13

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM															
II E DOM															
II$_1$ E DOM/NEMT		X													

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not mentioned	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-S DOM	...	X	...	...	...	...	...	...
II E-DOM - EMT	...	X	...	...	...	...	...	...
III E-DOM/NEMT	...	X	...	X	...	...	...	...

code: 13=College or University (Other professional training) 14=Federal, State, or Private Vocational Job training

11.4 I ....
I$_2$ ....
II 13

some of the aides are college students & receive on-job training for teaching in projects

11.5 Second language learning for English dominant students is projected through grade:

11.5 I$_2$ ....
II 0

see Xerox copy 10a

code:	00 if no EMT specified	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	...	...	...	...	...	...	...	...	...	...	...	...	...	...
II$_2$ N-EMT/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	...

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 5

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

Pre. Audit most of students speak some English when entering program

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
PreK			inf L	Pre K
1			R, SS/C	1
2				2
3				3
4		When auditor asked what % of time teachers gave instruction in Spanish, they stated that it was determined by individual cases		4 Pre Audit
5				5 p.8
6				6
7				7
8				8
9				9
10				10
11				11
12				12
K			L, SS/C	K

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1				1

See Xerox copy 10a

11.5 Second language learning for English dominant students is projected through grade: 11.5 I 2 II 0

code:	00 if no N-EIT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II N-EIT														
Ih N-EIT/E Dom														

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 5

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

Pre. Audit most of students speak some English when entering program

11.7 The amount of instructional time in and through their native language per day for N-EIT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EIT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EIT
PreK			Inf L	Pre K
1			R, SS/C	1
2				2
3				3
4		When auditor asked what % of time		4 Pre Audit
5		teachers gave instruction in Spanish,		5 p.8
6		they stated that it was determined by		6
7		individual cases		7
8				8
9				9
10				10
11				11
12				12
K			L, SS/C	K

11.10 The amount of instructional time in and through their native language for N-EIT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EIT, E dom students

	11.10 Min. per day of instruction through N-EIT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EIT
PreK				Pre K
1				1
2				2
3				3 Prel. Audit
4				4 p.8
5		(if there were children who spoke		5
6		only English, concentration of in-		6
7		struction would be in Spanish, and		7
8		vice versa)		8
9				9
10				10
11				11
12				12

It seems (from remarks of the auditor: Prel. Audit pp.10,11,19), that "Spanish is taught as a second language and possibly not sufficient time is alloted to the instruction."

K. Specific Behavioral Objectives - These are a few possible specific behavioral objectives that will be considered, refined, and enlarged upon when the curriculum for this program is written.

The child will greet others in English and Spanish.

The child will use color names in English and Spanish.

The child will learn simple songs, games, poems, nursery rhymes, and finger plays in both English and Spanish.

The child will discriminate between the five shapes and use the correct names in English and Spanish.

The child will learn both the terms and the relationships of same and different.

The child will learn opposites as big-little, hot-cold, tall-short, in English and Spanish.

The child will count objects to ten in English and Spanish.

The child will use both Spanish and English words for objects in the room, such as pencil, paper, chair, teacher, child, etc.

The child should learn to describe the family in English and Spanish.

The child will, by the end of the year, conduct simple conversation in English and Spanish.

The child will use English and Spanish interchangeably in naming foods.

The child will become aware and appreciative of different cultures.

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4				4
5		See 11.7-11.10		5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 4,6,7

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either. (true for monolingual teachers) Xerox P p.6 Behav. Obj.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson. (* Pre-K, K, Int.)
7-the teacher uses English and the paraprofessional then ~~translates~~ uses Spanish for parallel instruct. p.8
8-other (summarize)

Prel. audit: Pre-K-strong bilingual component
1st grade-criticism of bilingualism p.11
K-teachers introduced concepts in English & Spanish

	..in. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6		See 11.7-11.10		6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) — 11.17 4,6,7

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.

true for monolingual teachers

Xerox P p.6 Behav. Obj.

5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
(*6) 6-constant switching from one language to another by teacher during lesson.

Pre-K, K, Int.

7-the teacher uses English and the paraprofessional then ~~translates~~ uses Spanish for parallel instruct. p.8 the same material for N-EMT pupils.
8-other (summarize)

Prel. audit: Pre-K-strong bilingual component
1st grade-criticism of bilingualism p.11
K-teachers introduced concepts in English & Spanish

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) — 12.0 1, 2a

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

P p.28

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

(*6) -"activities requiring spoken or written lang. will permit or encourage instruction concurrently in English & in Spanish"

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language. P p.28

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

	B	B
1-concurrently with dominant language listening-speaking skills	---	---
2-after a specified level of competency achieved in listening-speaking skills in dominant language	---	---
3-a specified period of time after listening-speaking skills in dominant language taught	---	---
4-before any specified level of listening-speaking competence achieved in dominant language	---	---

13.1 IB 1
IIB 1

13.2 ALM sequence followed:

		B	A	
1-Listening-speaking proficiency precedes introduction of reading	---	---	---	---
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---
3-Learning to read overlaps learning				

13.2 IA N.A.
IB 1
IIA 1
IIB N.A.

P p.28

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

1-concurrently with dominant language listening-speaking skills		B		B	13.1 IB 1 IIB 1
2-after a specified level of competency achieved in listening-speaking skills in dominant language					
3-a specified period of time after listening-speaking skills in dominant language taught					
4-before any specified level of listening-speaking competence achieved in dominant language					

13.2 ALM sequence followed:

1-Listening-speaking proficiency precedes introduction of reading		B	A		13.2 IA N.A. IB 1 IIA 1 IIB N.A.
2-Reading is taught concurrently with listening-speaking skills					
3-Learning to read overlaps learning of listening-speaking skills					P p.28
4-There is some overlap between learning to read and to write					

13.3 Listening-speaking proficiency determined by:

1-measure of listening-speaking proficiency	X	X	X	X	13.3 IA 1,2 IB 1,2 IIA 1,2 IIB 1,2
2-informal assessment by teacher	X	X	X	X	P 32-33

13.4 Second language reading skills are learned:

1-concurrently with learning to read in dominant language	only English reading taught				13.4 IB N.A. IIB N.A.
2-after a specified level of dominant language reading competence achievement					
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)					
4-before learning to read in dominant language					

	I		II		
	Non Eng dom students		Eng dom students		
	A dom lang	B second lang	A dom lang	B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___	___	___	13.5 IA N.A. *
(in K reading readiness; 1	___	X	X	___	IB 1
in 1st reading) 2	___	X	___	___	IIA 1
3	___	___	___	___	IIB N.A.
	Proj Director wrote: * no Spanish reading taught				
13.6 Reading readiness is determined by: 1-test of reading readiness	___	X	X	___	13.6 IA ___
2-informal teacher assessment	___	X	X	___	IB 1,2
(Eval. Design pp. 10,12,15,21)					IIA 1,2
					IIB ___
13.7 Grade level reading is expected:					13.7 IA ___
1-in first grade	___	___	___	___	IB 1,2
2-in second grade	___	___	___	___	IIA 1
3-in third grade	___	___	___	___	IIB ___
4-in fourth grade	___	___	___	___	
5-in fifth grade	___	___	___	___	
6-in sixth grade	___	___	___	___	
7-other (specify)	___	___	___	___	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 1,2 IIB ___

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 3 II 3

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	___	___

Proj Director wrote: * no Spanish reading taught

13.6 Reading readiness is determined by:

					13.6
1-test of reading readiness	—	X	X	—	IA ___
2-informal teacher assessment	—	X	X	—	IB 1,2
(Eval. Design pp. 10,12,15,21)					IIA 1,2
					IIB ___

13.7 Grade level reading is expected:

					13.7
1-in first grade	—	—	—	—	IA ___
2-in second grade	—	—	—	—	IB 1,2
3-in third grade	—	—	—	—	IIA 1
4-in fourth grade	—	—	—	—	IIB ___
5-in fifth grade	—	—	—	—	
6-in sixth grade	—	—	—	—	
7-other (specify)	—	—	—	—	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 1,2 IIB ___

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 3 II 3

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.	—	—
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	—	—
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	X	X
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	—	—
5-Different academic content is taught in the second language from that which is taught in the native language.	—	—
0-not specified	—	—
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	—	—	—	—
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 1
IB 1
IIA 1
IIB 1

16.0 MATERIALS See Xerox Copy 14a, b

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	1	1	1	1
McMillan Reading Program (Engl.)				
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—

Proposed Eval. Design

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	IA	IIA
1-Grade 1	Q	Q
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

10 first grade classrooms piloted Preparandose Para Leer (Houghton Mifflin)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
4-songs phonetic transparencies	X	X
5-programmed instruction	X	X
6-stories read to children	X	X
AUDIO VISUAL AIDES		
7-films, filmstrips	X	X

aiming toward child's eventual control of the standard form. ___ ___ ___ ___

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. ___ ___ ___ ___

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

16.0 MATERIALS see Xerox Copy 14a, b

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	1	1	1	1
McMillan Reading Program (Engl.)				
2-Basal readers	___	___	___	___
3-Dialect readers	___	___	___	___
4-Experience charts (stories dictated by children)	___	___	___	___

Proposed Eval. Design

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1		
2-Grade 2	0	0
3-Grade 3	10 first grade classrooms piloted Preparandose Para Leer (Houghton Mifflin)	
4-Beyond Grade 3		
0-not specified		

16.3 The following are techniques and materials used for second language learning:

0-none specified	___	___
1-pattern drills	___	___
2-dialog memorization	___	___
3-choral repetition	___	___
4-songs phonetic transparencies	X	X
5-programmed instruction	X	X
6-stories read to children	X	X
AUDIO VISUAL AIDES		
7-films, filmstrips	X	X
8-flannel or magnetic boards	___	___
9-realia, graphic displays	___	___
10-records, tapes	X	X
11-listening centers	X	X
12-multi-media approach learning centers P 24	___	___
Experiential:		
13-role playing, dances	X	X
14-puppetry	___	___
15-experience charts	X	X
16-primary typewriter	___	___
17-learning through direct experience with materials e.g. Montessori	X	X
18-activity centers-chosen by child	X	X
19-other (specify)	___	___
Learning outside the classroom:		
* 20-field trips Eval. Design II	X	X
21-suggested TV programs	___	___
22-other (specify)	___	___

Proposed Eval. Design

*20--farm, zoo, circus, museum

COMPONENT NAME Materials Acquisition, Adaptation, and Development, DOMINANT LANGUAGE _____ GRADE LEVEL Preschool - First - Second

PROGRAM OBJECTIVES: To provide teacher with materials which will be utilized in bilingual instruction

PROCESS

PERFORMANCE OBJECTIVE (Includes name or description of instrument)	EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
1. The program assistants will utilize the following materials from which they will use portions to develop the Spanish Activities Booklet. a) Mi Libro Encantado (La Hora de Jugar - Vol. XI) b) Bilingual Curriculum Guide FLICS 220 E. Huron Ann Arbor, Michigan c) Bilingual Lessons for Spanish-speaking Preschool Children San Diego City Schools San Diego, California d) Bilingual Curriculum Guide developed by Victor Cruz-Aedo Texas Education Agency e) Teaching Methods and Aids for Teaching Spanish to English speaking Children El Paso Public Schools El Paso, Texas f) Spanish Curriculum Guide by Chicago Public Schools Chicago, Illinois	1. Jan. 25, 1970 2. Sept. 14, 1970	1. & 2. Program Assistants Jo Whalen Charlotte Maldonado Maria Hardie	1. Program Assistants will submit a draft of the Spanish Activities Booklet Supplement to the project director on Jan. 11, 1970. 2. Program Assistants will submit a list of materials to the project director on Sept. 9, 1970 for approval.
2. Materials will be ordered from the following Supply Houses: a) Hefferman's Supply Co. San Antonio, Texas b) Random House Westminister, Maryland			

COMPONENT NAME Materials Acquisition, Adaptation, and Development DOMINANT LANGUAGE _____ GRADE LEVEL Preschool - First - Second

PROGRAM OBJECTIVES: To provide teacher with materials which will be utilized in bilingual instruction

PROCESS

PERFORMANCE OBJECTIVE (Includes name or description of instrument)	EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
c) McGraw-Hill, Inc. d) Bowman Publishing Co. e) Follett Publishing Co. Dallas, Texas f) Region I Education Service Center Edinburg, Texas			

16.4 The sources of Non-English materials and textbooks are: 16.4 2,9,10
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S. Proposed Eval. Design 16,17,31, etc.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified Eval. Design 31,32
1-xerox attached-page and document _____ see xerox 14 a, b

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 1
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size) 2 2
3-individual instruction

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age			
2-by native language			
3-by dominant language			

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S. Proposed Eval. Design
10-are translations of U.S. texts 16,17,31, etc.
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified Eval. Design 31,32
1-xerox attached-page and document _____ see xerox 14 a, b

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7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 1

(mark all that apply)	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)	2	2
3-individual instruction		

17.3 Criteria for grouping:

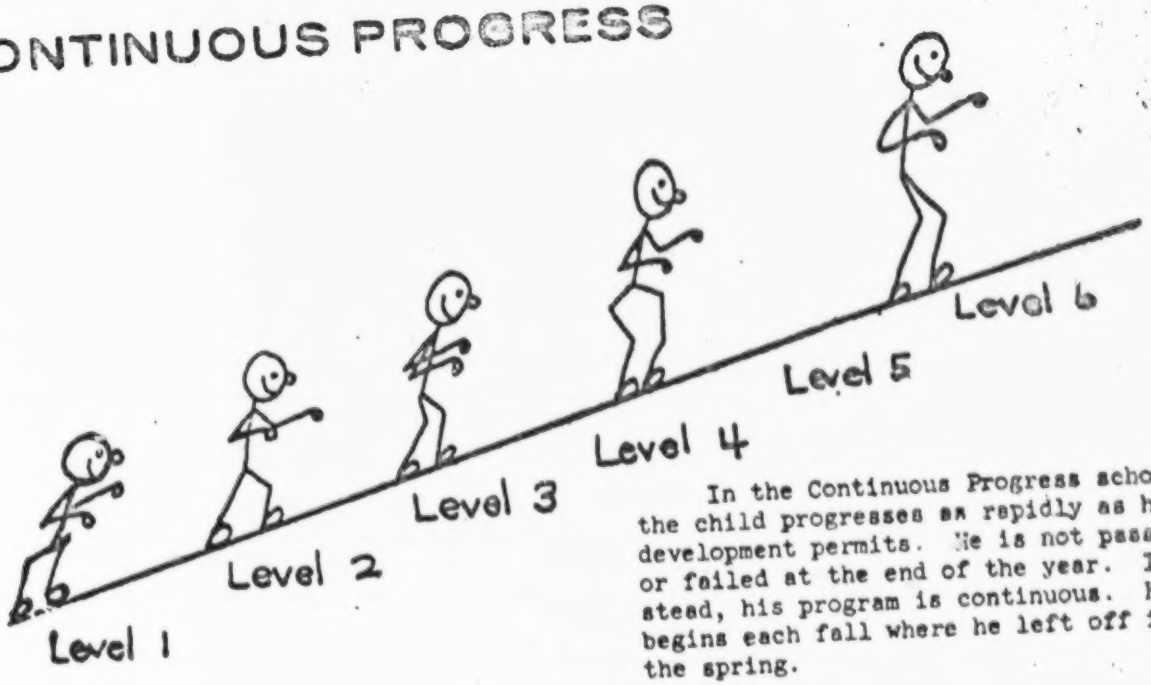
	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT	
0-not specified				
1-by age	___	___	___	
2-by native language	___	___	___	
3-by dominant language	___	___	___	
4-by language proficiency (ex. level of reading skill)	X	X	X	(see continuous progress compon.) Pre-Audit 22
n.a. not applicable (no E.dom/NEMT)	___	___	___	See Xerox Copy 15 a

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 no
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 1.2.3.4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects reading

CONTINUOUS PROGRESS



In the Continuous Progress school, the child progresses as rapidly as his development permits. He is not passed or failed at the end of the year. Instead, his program is continuous. He begins each fall where he left off in the spring.

ORGANIZATION

Continuous Progress refers to a method of organization of a school by which pupils are allowed to progress through levels, or groups of skills, at their own individual rate. Each pupil covers as much of an appropriate curriculum as he can during the year. At the beginning of the next term he picks up where he left off and, again, works at his own speed. No grade level is attached to the work. There are no promotions and no retentions. A slow learner may take four years to cover the work which the average pupil does in three, but he does not repeat work as he would if he were held back a year under the graded system. The academically-talented pupil may complete the curriculum faster than he would in a graded school, but he does not "skip" any material. The faster learner can be led to deeper and more enriched areas of learning. Thus, each child gets the maximum of instruction and opportunities for expression and personal assistance.

The term "level," as used in the Continuous Progress Plan, indicates a specific state of development. A change in class placement may be made whenever it becomes apparent that it is to the advantage of the child. A change is made gradually by permitting the pupil to visit his new class for short periods until it is obvious that he can make the transition without difficulty. Very rarely does a child change teachers more often than once each school year.

The levels through which children grow have been established and developed by the staff of our school after a careful study of our reading program and other subjects. In the beginning, pupils are placed on the basis of reading readiness. Later on, placement of pupils is based on their level of attainment in mathematics also. They progress through succeeding levels on the basis of achievement and mastery of skills. Levels have no time limit and are very flexible. A child has completed a level when, on the basis of teacher judgment supplemented by special tests, he has mastered the skills for this level.

The levels for reading for what formerly was Grade 1 are:

Level 1. Readiness
Level 2. Preprimer
Level 3. Primer
Level 4. First reader

Within each of these levels are groups of carefully defined skills which must be mastered.

18.3 Parent tutoring: (mark all that apply) 18.3 0

no-not mentioned
0-type not specified P 36
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

3,4,5,2

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 2,3,4,5

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction P 22
5-individualized learning
6-open classroom , working centers P 27
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

Continuous Progress Program
See Xerox Copy 16a-9

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2,3,4
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction P 21,28
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 2,3,4,5

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-ENT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction P 22
5-individualized learning
6-open classroom , working centers P 27
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

Continuous Progress Program
see Xerox Copy 16a-9

20.0 COGNITIVE DEVELOPMENT

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0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction P 21,28
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:
16b

20.1 1,2,3,4

20.2 Cognitive development in later grades (grade 4 and above)

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

20.2 ....NA....

6. A Good Bilingual Program develops from the child's environment even though the environment of the English-speaking and Spanish-speaking children is different. Following are a few of the most important principles of a good program.

   a. It provides many opportunities for social adjustment. Since most young children are individualists, they must learn through experience to share, take turns, and to plan and act with individuals and groups. For example, the Level I child may learn through experiences in sharing toys, and educational games. Level I and Level II children may adjust to a most important developmental task of taking turns. This may be done through child leadership of groups or by serving as a personal helper. The young child must learn to interact with his peer group. Teachers must be cognizant of the fact that each human being derives from his experiences those meanings that are uniquely his--learnings that are his own. The experiences must be organized through time and consequently achieve meaning.

   b. It develops from the immediate environment of the child, since his environment points up and emphasizes the child's interest. The human being learns with his total organism

in interaction with his total environment. So the child is made comfortable with learnings associated with his environment. For example, the child's math facts may be based on family size, times of family activities, and family purchasing power.

c. It allows ample time and adequate opportunities for children to express themselves freely through many media. The young child likes to work with things, he likes to get his hands in water, to paint with his fingers or with brushes, to pound nails into wood, to play "dress up", to work with clay, and to build with blocks.

d. It provides opportunities for the child to use his whole body in proper activities. He likes to use his voice in talking, singing, laughter, and dramatizing. He needs to engage in dancing and rhythmic activities. He needs to engage in varied physical activities that will insure proper muscular development and total body balancing. A proper balance between vigorous and quiet activities should be maintained.

e. It utilizes the experiences of children to build firmly for later experiences. It provides experiences which build foundations for formal subject matter. Active involvement in the learning process causes children to form concepts.

Concepts become ideas which help the child to further extend understandings, gain new knowledge, and comprehend more readily. By using a logical step by step approach the children will learn and understand the basic concepts necessary for success in their exposure to reading as they continue their total school career.

f. It considers the interests and needs of parents as well as interests and needs of children. Parent involvement is an essential in a bilingual program. Provision should be made in the teachers' professional load for parents' meetings, conferences with parents, and for frequent home visits. A detailed explanation of this point is found in the Parental-School-Community Involvement and Parent Education Component in this proposal.

7. The Curriculum Guidelines of a bilingual program are not organized into a rigid schedule for time allotments with separate periods for language arts, math activities, and science. Rather, the learning skills will be acquired in different situations, and groups so that general movement of the child from group to group may be achieved. Since the classroom teaching staff will move from group to group throughout the classroom, and since the grouping of students will be highly flexible, allowances will be made for small

for small group, large group, and individually supervised activities. Some groups will have the full attention of the adult staff members while other groups will be maintained by the instructional materials, by teacher aides and models. In all learning centers, activities requiring spoken or written language will permit and encourage instruction concurrently in English and in Spanish. Bilingual language development will be a constant factor in each confrontation between pupils and teachers as they model, elaborate, extend, and reinforce language. Every effort will be made to stimulate the pupil's efforts to communicate and to reinforce him when he does make the attempt. Teachers and teacher aides will use every teaching situation to increase and extend the vocabulary of the students.

Example:

If someone in a car should ask you to ride, be polite, but walk away and do not get inside.	Si alquien en un carro quierre que vaya con el, tenga cortes, pero marchase y no entre su carro.
_____is my friend. Will you be my friend too?	_____es mi amigo. Quiere ser mi amigo tambien?
<u>To Market, To Market</u>	<u>A la plaza, a la plaza</u>
To market, to market, To buy a fat pig. Home again, home again, Jiggety - jig!	A la plaza, a la plaza, A comprar un lechon. A la casa, a la casa, i ti-qui-ti, ti-qui-ti, ton!

To market, to market, To buy a plum bun. Home again, home again, Shopping is done!	A la plaza, a la plaza, Rico bollo he comprado. A la casa, a la casa, ¡ la compra se ha terminado!

The experience-learning approach will be used for initial training in Level I (Kindergarten) and continued in Level II (First Grade). By using the children's past experiences as a base, activities can be planned that will expand the experiential background of the children. These streams of learning experiences in Level I will lay foundations for further learnings in Level II. For example, when the child has acquired the ability to listen, understand, interpret and follow directions, then he will be ready to develop the ability to listen to and follow directions that require a certain sequence.

Example:

Level I	
Juan, get one ball. Don, find a red toy.	Juan, agarra una pelota. Don, busca un juguete colorado.
Level II	
Maria, get three balls. Show me two ways to tell me you have three balls.	Maria, agarra tres pelotas, Ensename dos modos para decirme que tienes tres pelotas.

Provisions will be made early in the program for the child to acquire skills in phonetic analysis and contextual clues which will give him a head start toward becoming an independent reader. Likewise, in the skills of moving from the "scribbling" stage in art and writing he will

become more symbolic in this area. Within the stream of the curriculum area, there will be a developmental sequence of skills. When the child is ready for the next step in the sequence, the alert teacher will be ready to help him take it. Included below is one example of how large blocks of time within a school day may be utilized to develop instructional activities that will provide for flexible grouping of students and an economical use of time.

Suggested Time Blocks Within a School Day

Level I	Level II
BLOCK ONE	
Large group activity (Total class)	
1. Free choice of activities which will provide opportunity for role-playing, dramatic play, and outlet of emotions.	1. Teacher interacts with the group in preparation for a specific activity accompanied by language related to that activity, such as phonics, use of dictionary, word recognition, and context.
PLAY PERIOD----------	

BLOCK TWO

Structured activities (Small groups)

1. Opportunities to work in small group activities for social contacts, for experiences in spatial relationship, following directions, handling books and locating information.

1. Children at this time may have either specifically assigned work or work of their own choice related to a specific subject area as in reading activities, social studies, science and numbers.

LUNCH----------

BLOCK THREE

Story Time -- Music -- and Rhythms

1. Opportunity to enjoy music through singing, listening, and rhythmic expression. Opportunity to develop listening skills and appreciation for good stories as well as to memorize poems and summarize stories.

1. Continuing to develop music appreciation through singing, listening, and rhythms. Continue to progress in the ability to listen to good stories, as well as to memorize poems and to dictate and summarize stories.

PLAY PERIOD----------

BLOCK FOUR

Informal Work (Children take the initiative)

1. Children have freedom to choose their interest center, working alone or in groups. Teacher moves from child to child establishing contact with him through the medium of language on the child's immediate interest. Evaluating and planning for the next day helps the child to leave with a good feeling and anticipation for the next day.

1. Continue freedom in interest groups and teacher contacts with individual child through language. Special assistance or help in a given area may be given at this time. Evaluate and plan for the next day, make sure the children leave with a feeling of accomplishment and anticipation for returning the next day.

21.0 SELF-ESTEEM: 21.0 3,4,5,7,12

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry P 7-10
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success P p.1
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged It is assumed that bilingualism increases appetite for learning & also self-image
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development P 24
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

see xerox 16 a-g

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2,5,6
1-bilingual alone

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success — P p.1
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged — It is assumed that bilingualism increases appetite for learning & also self-image
9-other (specify) (xerox or summarize) document page #

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15-other (specify)

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0-none mentioned

see xerox 16 a-g

23.0 BICULTURAL COMPONENT

23.1 This program is: — 23.1 2,5,6
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural component knowledge of the N-EMT culture involves (mark all that apply) 23.4 3,4,5
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life. teacher from Mexico
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 1
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed Use of Ft. Worth Social Studies Course of Study
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 no
0-group not specified
1-project children

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)
0-none mentioned

23.3 0

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply)
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.4 3,4,5

teacher from Mexico

23.5 American culture is defined:
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

23.5 1

Use of Ft. Worth Social Studies Course of Study

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for:
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.1 no

24.2 An ethnic studies library is provided for:
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.2 no

"Objectives for community involvement have been developed for parent involvement. Hence the objectives reflect only that aspect of the community." Pre-Audit p.5

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1,3,4,5,7, 8,9 mf.

0-method not specified
no-no provision for informing community
1 · bilingual newsletter Exhib B- Cont. 88
2· monolingual newsletter
3· ews sent to mass media. television
4-if articles included with project, check 4--Exhib. B, pp.86-87
5-bilingual fliers sent home --Exhib. C, Cont. 83
6-formal meetings
7-informal meetings open to entire community --evening school meeting
8-meetings conducted in both languages talks with slide presentation
9-home visits visiting teachers
10-other (specify)
11-project director personally involved in program dissemination. specify how a. parent's council
b. parent's advisory council

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1,4

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

1 69
2 planning groups (one lay group, 1 professional) give advise & counsel to program

24.5 The school keeps informed about community interests, events and problems through: 24.5 2,4

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends

7-informal meetings open to entire community --evening school meetings
8-meetings conducted in both languages talks with slide presentation
9-home visits visiting teachers
10-other (specify)
11-project director personally involved in program dissemination. specify how a. parent's council
b. parent's advisory council

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1,4

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees P 69
4-community advisory groups 2 planning groups (one lay group, 1 professional) give advise & counsel to program
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 2,4

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION See copy 19a

25.1 Project mentions description or dissemination of the bilingual program through: C p.46 25.1 1,3,4,6

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

Question 25.0
Impact Evaluation

Several organizations (PTA groups in various schools, Texas Future Teachers of America, Texas State Teachers Association, Fort Worth ISD Administrators Association, etc.) have invited program personnel to describe the project to their groups.

25.2 Project's impact: 25.2 3

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

some of the teacher aides are students from Texas Women's University--earn credit

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 0

See Xerox copy 20-

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 0

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 5

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)
5-Evaluator has met with teachers-n.s. how often

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1a
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3,5,7
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

Question 26.0
Role of Evaluation

JOB REQUIREMENTS OF PROJECT EVALUATOR

- - Developes behavioral objectives for the bilingual program
- - Selects tests appropriate for measuring proposed program objectives
- - Orients teachers to testing program
- - Devises data collecting instruments
- - Analyses test data collected by all instruments
- - Submits reports to project director of all program evaluation conducted